

## White Knoll Elementary

132 White Knoll Way  
West Columbia, South Carolina 29170

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	917 Students	
<b>Principal</b>	Dr. W. Darrell Barringer	803-957-7700
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	Albert J. Dooley Jr.	803-359-0844

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	40	8	0	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Average	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

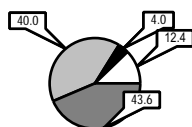
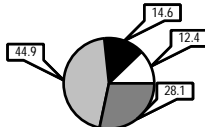
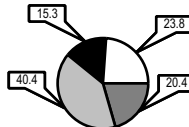
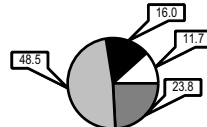
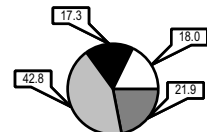
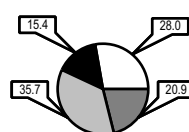
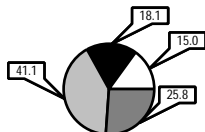
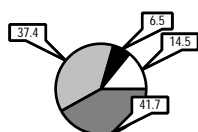
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	482	100.0	12.4	39.3	42.8	5.5	61.1	Yes	Yes
<b>Gender</b>									
Male	232	100.0	17.8	40.6	37.4	4.1	52.5		
Female	250	100.0	7.3	38.0	47.9	6.8	69.2		
<b>Racial/Ethnic Group</b>									
White	406	100.0	12.0	39.6	43.0	5.4	61.4	Yes	Yes
African American	53	100.0	19.0	31.0	40.5	9.5	57.1	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	100.0	9.8	39.7	46.5	4.0	63.8		
Disabled	58	100.0	30.9	36.4	16.4	16.4	41.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	482	100.0	12.4	39.3	42.8	5.5	61.1		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	476	100.0	12.5	39.0	43.0	5.6	61.2		
<b>Socio-Economic Status</b>									
Subsidized meals	149	100.0	18.7	42.5	32.1	6.7	51.5	Yes	Yes
Full-pay meals	329	100.0	9.7	37.9	47.3	5.0	65.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	482	100.0	12.4	44.2	27.6	15.9	63.6	Yes	Yes
<b>Gender</b>									
Male	232	100.0	12.3	43.4	26.9	17.4	63.5		
Female	250	100.0	12.4	44.9	28.2	14.5	63.7		
<b>Racial/Ethnic Group</b>									
White	406	100.0	10.7	43.5	29.2	16.6	65.7	Yes	Yes
African American	53	100.0	28.6	40.5	16.7	14.3	47.6	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	100.0	10.8	44.5	28.6	16.1	65.8		
Disabled	58	100.0	23.6	41.8	20.0	14.5	47.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	482	100.0	12.4	44.2	27.6	15.9	63.6		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	476	100.0	12.2	43.9	27.8	16.0	63.9		
<b>Socio-Economic Status</b>									
Subsidized meals	149	100.0	23.9	45.5	19.4	11.2	47.8	Yes	Yes
Full-pay meals	329	100.0	7.5	43.6	31.0	17.9	70.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	482	100.0	23.6	39.7	20.1	16.6	36.6
<b>Gender</b>							
Male	232	100.0	23.7	39.3	18.7	18.3	37.0
Female	250	100.0	23.5	40.2	21.4	15.0	36.3
<b>Racial/Ethnic Group</b>							
White	406	100.0	21.7	38.9	21.7	17.6	39.4
African American	53	100.0	38.1	40.5	7.1	14.3	21.4
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	424	100.0	21.1	41.0	21.4	16.6	37.9
Disabled	58	100.0	41.8	30.9	10.9	16.4	27.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	482	100.0	23.6	39.7	20.1	16.6	36.6
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	476	100.0	23.2	40.1	20.0	16.7	36.7
<b>Socio-Economic Status</b>							
Subsidized meals	149	100.0	35.8	38.1	16.4	9.7	26.1
Full-pay meals	329	100.0	18.5	40.4	21.6	19.4	41.1

<b>Social Studies</b>							
All Students	482	100.0	11.5	47.9	23.4	17.2	40.6
<b>Gender</b>							
Male	232	100.0	9.6	50.2	21.9	18.3	40.2
Female	250	100.0	13.2	45.7	24.8	16.2	41.0
<b>Racial/Ethnic Group</b>							
White	406	100.0	11.0	46.5	24.0	18.4	42.5
African American	53	100.0	19.0	52.4	19.0	9.5	28.6
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	424	100.0	10.6	47.2	24.9	17.3	42.2
Disabled	58	100.0	18.2	52.7	12.7	16.4	29.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	482	100.0	11.5	47.9	23.4	17.2	40.6
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	476	100.0	11.4	47.7	23.6	17.4	41.0
<b>Socio-Economic Status</b>							
Subsidized meals	149	100.0	21.6	51.5	16.4	10.4	26.9
Full-pay meals	329	100.0	7.2	46.4	26.3	20.1	46.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	124	97.6	9.1	29.8	52.9	8.3	61.2
	4	163	99.4	12.5	40.6	45.6	1.3	46.9
	5	171	99.4	20.2	53.0	26.2	0.6	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	168	100.0	6.3	30.6	55.6	7.5	63.1
	4	136	100.0	13.0	48.8	35.0	3.3	38.2
	5	178	100.0	17.9	42.6	38.3	1.2	39.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	124	100.0	4.8	52.4	36.3	6.5	42.7
	4	163	99.4	8.8	45.0	27.5	18.8	46.3
	5	171	100.0	21.3	36.1	24.9	17.8	42.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	168	100.0	11.3	46.3	30.0	12.5	42.5
	4	136	100.0	8.1	42.3	31.7	17.9	49.6
	5	178	100.0	16.7	45.7	23.5	14.2	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	168	100.0	23.8	42.5	21.9	11.9	33.8
	4	136	100.0	17.9	40.7	25.2	16.3	41.5
	5	178	100.0	28.4	38.3	15.4	17.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	168	100.0	7.5	47.5	19.4	25.6	45.0
	4	136	100.0	6.5	51.2	35.8	6.5	42.3
	5	178	100.0	19.8	47.5	19.1	13.6	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 917)</b>				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Down from 2.0%	2.0%	3.0%
Attendance rate	96.6%	Up from 96.1%	96.7%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	2.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.9%	3.2%
Eligible for gifted and talented	18.7%	Down from 25.9%	20.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.9%	Down from 3.1%	7.3%	8.2%
Older than usual for grade	0.7%	Up from 0.3%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 60)</b>				
Teachers with advanced degrees	55.0%	Down from 55.4%	55.9%	52.6%
Continuing contract teachers	91.7%	Up from 91.1%	86.5%	83.3%
Highly qualified teachers	94.6%	Down from 98.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 90.2%	87.0%	87.0%
Teacher attendance rate	95.6%	Up from 94.4%	95.4%	95.0%
Average teacher salary	\$42,823	Up 1.4%	\$42,838	\$41,703
Prof. development days/teacher	15.6 days	Down from 16.7 days	11.9 days	12.8 days
<b>School</b>				
Principal's years at school	15.0	No change	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.7 to 1	20.3 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 89.1%	90.8%	89.8%
Dollars spent per pupil*	\$5,769	Up 0.6%	\$5,767	\$6,242
Percent of expenditures for teacher salaries*	67.5%	Up from 67.1%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 93.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parents:

The 2004-2005 school year has been an exciting adventure for us at White Knoll Elementary School as we have been "Discovering the Treasure" of learning.

Our theme has carried throughout our studies this year. Early in the fall our faculty and staff traveled to Charleston to enjoy the South Carolina Aquarium and a Pirate Tour. We traveled by boat to one of the barrier islands, searched for treasure and learned about pirate life in old Charleston. Our fifth-grade fine arts students presented the musical "Treasure Island" and did an outstanding job.

In our quest to discover the treasure of learning, our students have performed quite well in the statewide testing program.

We were pleased this past year to have an Absolute Rating on our school report card of "Good." In addition, our Improvement Rating improved to "Average." This improvement rating means that we are making expected progress toward meeting the state goals by 2010.

As we write this, our PACT scores (found in this report card) are not available to us. Finding the best time to provide remediation still seems to be one barrier that inhibits the kind of progress we desire. The Education Oversight Committee, however, recognized WKE for our special efforts to close the achievement gap among students of differing economic, racial and ethnic groups.

We worked hard this year using a "Post It. Know It." campaign. Teachers used large charts displaying each of the South Carolina Content Standards in their classrooms. We also incorporated a Standards Checklist to help students understand and manage their own learning.

Our students participated in a variety of community service events — raising money to support Tsunami relief for the children affected (through UNICEF), Relay for Life (for cancer research) and the St. Jude Children's Research Hospital (for cancer research for children).

WKE is nearing the end of our five-year-long improvement plan cycle and have reached all of the goals we had set for our school for that five-year period. Next fall we begin drafting a new School Improvement Plan for the next five years. We value your input and will organize ways for you to be able to share your ideas with us.

W. Darrell Barringer, Ph.D., Principal  
Julie McGill, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	170	94
Percent satisfied with learning environment	100.0%	89.3%	92.3%
Percent satisfied with social and physical environment	100.0%	91.6%	93.5%
Percent satisfied with school-home relations	97.5%	89.2%	70.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.